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GOVERNMENT OF
WESTERN AUSTRALIA



School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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General Capabilities

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Overview

Rationale

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Organisation

Student Diversity

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Glossary

 Aboriginal Languages and Torres Strait Islander Languages Scope and Sequence

 Arabic Scope and Sequence


 Hindi Scope and Sequence

 Korean Scope and Sequence

 Modern Greek Scope and Sequence

 Spanish Scope and Sequence

 Turkish Scope and Sequence

 Vietnamese Scope and Sequence

 Overview ABL TSIL Framework

The general capabilities and dispositions that will be developed through the program for the Languages are identified within the framework.

Literacy

Students become literate as they learn to interpret and use language in school and for particular contexts, such as listening to, reading digital texts, and using technology in various contexts.

In the Languages, literacy development is transferable across language learners, and support to develop literacy skills includes:

- developing an ability to understand and use language
- mastering of grammar and syntax
- developing semantic and pragmatic skills

Numeracy



Students become numerate as they learn to use mathematics confidently in a range of contexts.



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broadly. Numeracy mathematics in the mathematical know

In the Languages, use and understand number, time and s

Information capability

Students develop IC appropriately to acc problems; and work beyond school. ICT technologies availa technologies evolve environment.

Each Languages su communication tec digital media contri as well as linguistic

Critical and c

Students develop c generate and evalu consider alternative to activities that re

behaviours and disj
innovation in all lea

In the Languages, a
backgrounds and a
compare, and analy
critical thinking skill

Personal and

Students develop p
themselves and oth
effectively. The per
practices including
and understanding
decisions; working
constructively.

This involves under
social and interculti
people view and ex
collaborative and re
competence.

In the Languages, I
being open-minded
different ways are k
effectively in an ad
backgrounds involv
cultural situations;

Ethical unde

Across the Western as they identify and principles and unde understanding invo ethical outlook that develop an awaren others.

In the Languages, s interactions with ot acting in the world. ethical points of vie

Intercultura

Students develop ir cultures, languages personal, group and nature of culture. T with diverse culture connections with ot

In the Languages, c is integral to comm citizenship and lifel preconceptions, ass culture(s) to their le Learning to move b

to language learning capability. By learning to reflect on things present and cultural practices, students begin to see the connection between language and culture in using language.

Learning a new language is an enriching and cumulative process, providing students with a repertoire of different languages and cultures. Students come to realize that language knowledge, understanding of culture(s), and the ability to use language are determined by what they learn and how they use language and culture.

Principles

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